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# School-Based Social Skills Interventions for Autistic Children

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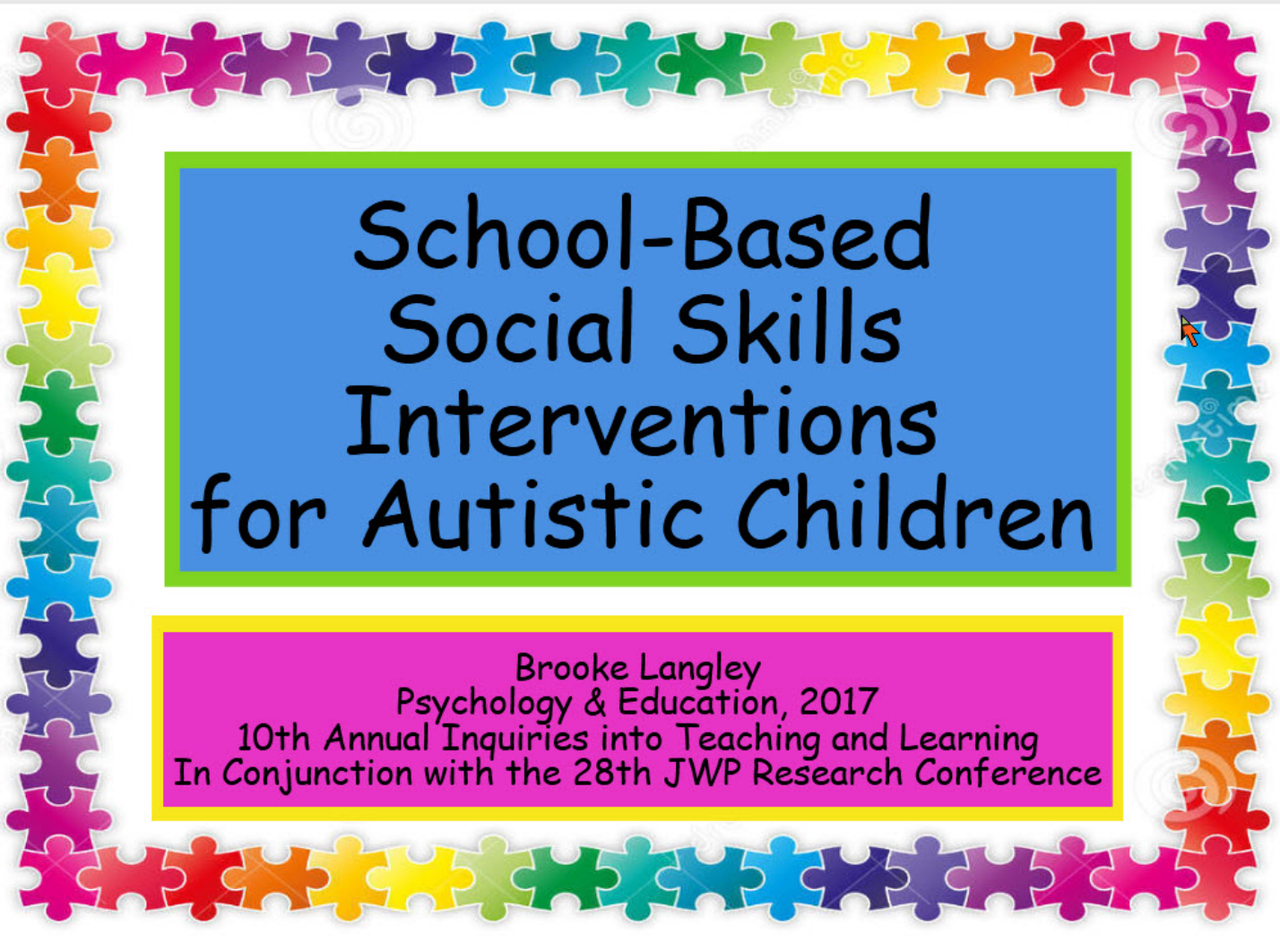
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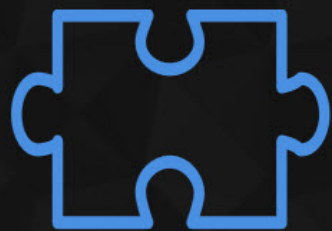


# School-Based Social Skills Interventions for Autistic Children

Brooke Langley  
Psychology & Education, 2017  
10th Annual Inquiries into Teaching and Learning  
In Conjunction with the 28th JWP Research Conference

April is  
Autism  
Awareness  
Month





## Research Question



How can social skills interventions for students with ASD aid in impacting the successful functioning of these students in an inclusive classroom?



# What's that?

## Inclusive Classroom:

The unification of all subjects and experiences.

## Neurotypical:

What some may call "normal". Students who do not have any type of disorder to hinder academic progress and daily functioning.

## Autism:

is a neurobiological condition that ranges from severe to mild", characterized by difficulty with communication and forming social relationships (Shore, 2001).

Though children who have autism spectrum disorder (ASD) generally struggle in social situations, above average intelligence is oftentimes observed in these children.

Autism is a lifelong disorder and has no cure, and other than a link to biological factors, its cause is unknown.



# Background

1 out of 45  
children

were  
diagnosed with  
autism (as of  
2015).

244%  
increase

of autistic children  
in inclusive  
classrooms since  
1993 (Denning).

44%

of autistic children have  
above average intelligence,  
IQ>85 (CDC).

Boys are 5x  
more likely  
than girls to  
have autism.

\$262 billion in  
governmental money  
was spent on  
education &  
healthcare for  
autistic individuals  
in 2015 (Autism  
Speaks).



# Methodology

Two Approaches to Find Data:  
-Key Words  
-Variety of Databases

Keywords:  
-autism  
-social skills intervention  
-inclusive classroom

Conceptual Framework

Clarification!!  
I did not conduct my own field research; my research is compiled from other published works, in literature review design. I formatted this research with a new question and direct the findings to teachers.



# Findings

Peers promote social competence.

Consistency & Structure

Better retention of learned skills when associated with peers.

Adults are necessary for implementation, but their involvement should fade to only peer involvement.

Visual Organizers.

Incorporation of Interests.

Fidgets

Stronger focus occurs when there is less modification needed from the student's brain.



# Future Research

Obtain teacher viewpoints & feedback.

Stronger specification on spectrum differences.



Utilization of stronger experimental control.

Clearer age group specifications.

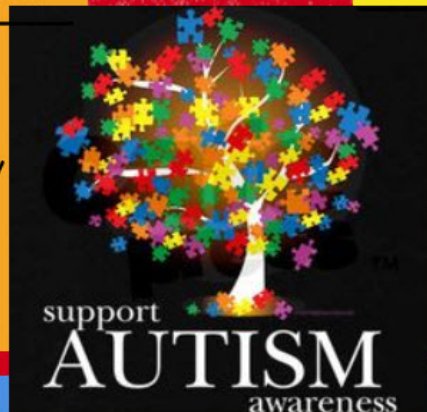
# Closing Thoughts

How can I, as a teacher, prepare to lead an integrative classroom that includes ASD students?

Flexibility & creativity.  
Consistent lesson plans.

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Understand that peers play a large role in this successful classroom.



I'm not a teacher, but I work in a school. What can I do to help ASD students?

Recognize signs & symptoms.

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Support school psychologists and teachers as they work to provide care for ASD students.

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Work closely with families.

I don't work in a school at all, what should I take away from this research?

Autism is prevalent in more than just schools...understanding what ASD is and knowing how to react is important.

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